2026 ORIGINAL

Grade Pre-2 Plus

ライティングテストの出題は2題です。
忘れずに、2つの問題に解答してください。

英検準2級プラス　完全オリジナル予想問題

学校法人早稲田学園
WISH×AI 英検LAB

準2級プラス

第13回

完全オリジナル予想問題

■ 試験時間

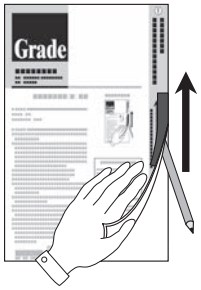
リーディング・ライティングテスト（85分）

※ リスニングテストは収録していません。

■ 注意事項

1. この問題冊子は英検準2級プラスの形式を参考にした独自の予想問題です。公式の試験冊子ではありません。
2. 試験開始まで、この問題冊子を開かないでください。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙に記入してください。問題冊子にはメモをしてもかまいませんが、終了後に解答を書き写す時間はありません。
4. 問題内容に関する質問は受け付けません。
5. 不正行為をした場合は、答案は無効となります。
6. ほかの受験者に迷惑をかける行為を禁じます。
7. リスニングは収録していません。リーディングとライティングの問題に解答してください。
8. 携帯電話などは電源を切ってカバンにしまい、使用しないでください。
9. 電子機器（ウェアラブル端末を含む）の使用を禁じます。
10. 着信音やバイブ音など、試験を妨げる音を出さないでください。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 正答・解説は別冊PDFを参照してください。
13. 本教材の無断複製・再配布・販売を禁じます。学習・授業の範囲で利用してください。

問題冊子の開け方



＊学習用です。必要に応じて記入してください。

受験番号 | | | | | | | | |　氏名 |

非公式の予想問題です
英検準2級プラスの形式を参考

問題冊子を開く前に確認

WISH×AI
英検LAB
非公式教材

Start from the next page.

リーディング・ライティングテストは

次のページから始まります。

試験時間85分。リスニングは収録していません。

1

次の(1)から(17)までの空所に入る最も適切なものを、1～4から一つ選びなさい。

(1) The café uses a (　　) supplier, so its vegetables travel only a short distance from farm to kitchen.

1 generous　　2 private
3 similar　　4 local

(2) Please keep your voice down to avoid (　　) the people taking an exam in the next room.

1 improving　　2 disturbing
3 collecting　　4 inviting

(3) The town has a strong (　　) of holding a music festival every spring. It began a century ago.

1 tradition　　2 permission
3 invention　　4 injury

(4) We must (　　) the broken glass carefully before allowing children back into the room.

1 describe　　2 obey
3 remove　　4 achieve

(5) The suitcase was too heavy, so the traveler decided to leave some (　　) items at home.

1 official　　2 unnecessary
3 grateful　　4 complete

1

(6) A: Why is this ticket cheaper?
B: It includes a student (　　). You need to show your school card.

1 disaster　　2 departure
3 discount　　4 definition

(7) The young players improved (　　) after practicing every day for a month. Their coach noticed a big difference.

1 secretly　　2 accidentally
3 politely　　4 considerably

(8) The lake is home to several (　　) of birds, each with a different color and call.

1 lectures　　2 species
3 materials　　4 balances

(9) The machine has a safety (　　) that stops it immediately if someone opens the cover.

1 climate　　2 device
3 attitude　　4 village

(10) Please (　　) a seat at the front for our guest speaker. The other chairs can be used by anyone.

1 destroy　　2 reserve
3 recycle　　4 import

1

(11) The teacher suggested (　　) a radio script together instead of working alone.

1 writing　　2 to write
3 will write　　4 write

(12) The notice (　　) near the entrance to the radio station gives the opening hours.

1 posting　　2 has posted
3 posted　　4 to posting

(13) Please keep the path to the radio station free (　　) boxes so people can pass safely.

1 by　　2 of
3 at　　4 into

(14) Emi wrote down the address of the radio station (　　) they would not forget it.

1 so that　　2 unless
3 even though　　4 as if

(15) Do you know (　　) we should meet at the radio station? The invitation does not give a time.

1 whose　　2 which
3 what　　4 when

1

(16) The instructions for visiting the radio station were (　　) clear that we needed no extra help.

1 so　　2 too
3 very　　4 such

(17) If you do not know a word in the guide to the radio station, (　　) its meaning in a dictionary.

1 look up　　2 put off
3 break out　　4 give in

2

A Newspaper with a Listening Hour

A school newspaper invited readers to send ideas by email. The editors received messages from a few confident students but almost nothing from other classes. They could have concluded that most students had no opinions. Instead, they wondered whether the invitation (18). Some readers might have a useful idea without wanting to write a formal message to an unfamiliar editor. The editors had posted the invitation on a crowded noticeboard, where it competed with information about examinations and sports. Readers might pass it without knowing what kind of suggestion was welcome. The team wanted to distinguish a lack of response from a lack of interest in the newspaper.

The team held a listening hour in the lunchroom. Two editors sat at a table with sample copies and asked what readers found useful or confusing. They took notes only after explaining how the comments would be used. (19), students could speak without having their names printed beside every suggestion. Anyone who preferred writing could still send a message later.

The editors heard requests for clearer event dates and shorter reports on school decisions. They did not promise to publish every suggestion. Some proposals needed checking, and the paper had limited space. In the next issue, they explained which changes they had made and why. The listening hour worked because it (20). Gathering comments would have meant little if readers had never seen any response.

(18)

1 proved that school news was unimportant
2 was reaching only some kinds of readers
3 required the editors to print longer articles
4 had made every student an experienced writer

(19)

1 For instance
2 In the meantime
3 By contrast
4 As a result

(20)

1 replaced all written communication permanently
2 allowed the team to avoid every difficult decision
3 connected listening with an explanation of action
4 guaranteed that every idea would be published

2

Tracking a Borrowed Umbrella

A station placed umbrellas near its exit for passengers caught in sudden rain. People could borrow one and return it later. After several weeks, most umbrellas were missing. The staff considered ending the service, but first asked users about their journeys. Many had returned through another station and (　21　). The borrowing arrangement did not fit the way people traveled. The umbrellas were ordinary shared items rather than a commercial rental service. Staff wanted a system that a tired passenger could understand in a few seconds. They also needed something manageable during the busy evening period, when most attention had to remain on safe movement through the station.

The station worked with two nearby shops to create return points. Each umbrella carried the names of the three locations and a note asking borrowers to return it soon. The team avoided collecting detailed personal information because the aim was a simple local service. It could not prevent every loss, but the new return points (　22　). A convenient way back was as important as an easy way to borrow.

After the change, more umbrellas returned, although a few were still lost or damaged. Staff repaired what they could and checked whether the service remained affordable. (　23　), they kept a modest number available instead of buying an unlimited supply. A useful service did not require perfect returns, but it needed a realistic plan for the work and costs involved.

(21)

1 were told that the umbrellas were gifts
2 wanted to buy umbrellas at the ticket office
3 had never seen rain near the station
4 had no convenient opportunity to bring an umbrella back

(22)

1 removed a practical barrier for many borrowers
2 guaranteed that no umbrella would ever disappear
3 made it necessary to record every journey
4 allowed the station to stop checking costs

(23)

1 In the meantime
2 For this reason
3 Even so
4 By contrast

3 A

From: Oliver Dean <office@example.org>
To: Nao Ito <club@example.org>
Date: August 20
Subject: Preparing for the school radio visit

Dear Nao,

We look forward to welcoming your media club to the radio station on September 14. Please arrive at 1:15 p.m. for a short safety introduction. Students will then observe the studio from the control room. The afternoon program will be live, so we cannot allow visitors to enter the broadcasting room or speak to the presenter during the show.

After the program, a producer will answer questions for twenty minutes. Please send us up to five questions by September 4 so that she can prepare useful examples. Students may bring notebooks, but photographs are permitted only in the reception area. Some studio screens contain private information, and recording any part of the live program on personal devices is not allowed. Please keep bags together in the reception area as directed by staff. The working corridors are narrow, and other employees will continue using them during the visit. Students should remain with their teachers between activities.

The visit will finish at 3:00 p.m. Our building has no parking space for a large bus. Your driver can drop the group at the public car park across the road and return there afterward. A teacher should accompany the group across the crossing. Please let us know your final number at least a week before the visit.

Best wishes,
Oliver Dean

(24) What will students do during the live program?

1 Watch from the control room.
2 Record the program on their phones.
3 Interview the presenter in the broadcasting room.
4 Take photographs of every studio screen.

(25) Why should the club send questions in advance?

1 To reserve extra parking at the station.
2 To obtain permission to broadcast live.
3 To choose which screens will be photographed.
4 To help the producer prepare examples.

(26) What does the email explain about transport?

1 The bus should use the public car park across the road.
2 The station will collect students from school.
3 Students must cross the road without a teacher.
4 A large bus can park inside the station building.

3 B

The Sound Behind the Display

A local history museum in the fictional town of Fenwick owned several recordings of people describing their work in a textile factory. The museum displayed the machines but rarely used the recordings. A new curator suggested letting visitors hear the workers beside the objects they described. She believed a machine could become easier to understand when people heard about the decisions and routines involved in using it.

The first version played long recordings through speakers. Visitors found it difficult to hear one voice clearly because several displays produced sound at once. Some people also wanted a quick explanation rather than a complete interview. The team changed to individual listening points with short selected sections. Each point included a written version, so people who could not hear well or did not want to use headphones could still follow the account.

Selecting sections required care. A worker's comment about a difficult day might give the wrong impression if it was separated from the rest of the interview. Staff kept the full recordings available in a quiet study area and explained when each interview had been made. They also checked that the speakers had agreed to public use. One family allowed a recording to be played in the museum but did not want it placed on the internet, and the team respected that condition. The curator asked colleagues to try the display without using audio. This simple check revealed where a missing written explanation prevented a visitor from connecting the account to the machine. Access was considered part of the interpretation, not an optional addition at the end.

The new displays encouraged more questions about working life, but the curator avoided presenting one person's memory as the whole history of the factory. Different workers had different tasks and experiences. Objects, documents, and recordings could support or complicate one another. The project showed that adding a human voice was valuable, but a moving story still needed context. Careful choices about length, access, and permission helped visitors listen with both interest and understanding.

3 B

(27) Why did the curator want to use the recordings?

1 To advertise new jobs at the factory.

2 To remove all machines from the exhibition.

3 To connect machines with the experiences of people who used them.

4 To prove that documents were never useful.

(28) What was one problem with the first version?

1 No visitor wanted any short explanation.

2 The recordings contained only modern music.

3 Sound from different displays made listening difficult.

4 The museum had too many written versions.

(29) Why were complete recordings also kept available?

1 The museum wanted to stop using written texts.

2 Every visitor was required to hear them in full.

3 A short selection might lose important context.

4 The workers had refused to discuss difficult days.

(30) What did the museum do about one family's request?

1 It required the family to buy new equipment.

2 It destroyed all copies of the interview.

3 It limited use of a recording to the museum.

4 It posted the recording online without names.

(31) What does the final paragraph emphasize?

1 Permission matters only when a story is uninteresting.

2 The most emotional account must always be completely accurate.

3 All workers had identical experiences in the factory.

4 Personal memories need to be understood with other evidence and context.

This is the end of the Reading Test. Continue to the Writing Test.

4

English Summary

以下の英文を読んで、その内容を25 ~ 35語の英語で要約しなさい。

自分の意見を加えず、本文の内容をまとめてください。解答は別の解答用紙に記入してください。

Some language courses connect learners in different countries for short online conversations. Partners take turns practicing each other's language and can arrange meetings from home.

These exchanges give learners practice with everyday expressions and a chance to learn about life in another country. They may also encourage people to continue studying between formal lessons.

However, partners may have different schedules or learning goals. A helpful exchange requires agreement about meeting times and how much attention each language receives, rather than expecting one person to do all the teaching.

ライティングは2題あります。次の英作文にも必ず解答してください。

5

English Composition

外国人の知り合いから次のQUESTIONをされました。

あなたの意見と、その理由を2つ、50～60語を目安に英語で書きなさい。

解答は別の解答用紙に記入してください。

QUESTION

Do you think students should talk online with students in other countries?

英文要約と英作文の両方に、85分の試験時間内で解答してください。